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ABSTRACT

This review of graduate and undergraduate social work degree programs in the State University System of Florida (SUS) focuses on quality of curriculum, composition and caliber of students and faculty, nature and adequacy of facilities and resources, and overall progress of social work education since the previous program review in 1988. Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University house the social work programs which are accredited by the Council on Social Work Education. Each school and department has specified its educational objectives carefully and each attempts to asses its outcomes systematically. The following state-wide concerns surfaced during the review: (1) almost all programs need additional full time faculty; (2) institutional culture that promotes research and scholarship seems to be absent; (3) resources for office and classroom space, support staff, library acquisitions, faculty travel, and office equipment were grossly inadequate at a number of institutions; (4) without a firm commitment of additional resources it would be inadvisable to start new degree programs; and (5) the SUS institutions should also address the issue of faculty benefits and autonomy. (JBJ)

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Social Work

Program Review

State University System of Florida

Consultant's Report and Recommendations

by

Dr. Shanti K. Khinduka

Dean, George Warren Brown School of Social Work

Washington University

Authorized and Coordinated

by

Board of Regents Office

State University System of Florida

Tallahassee, Florida

May, 1995

BOR 94-5

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

Themes and Trends in Social Work Education 3

Introduction 3

National Trends in Social Work Education 4

Enrollment: (5); Curriculum: (5); Accreditation: (6); Innovations: (7); Resource constraint: (8); Emphasis on research: (8); Declassification: (9); Disengagement from public services: (9); The external environment: (10)

Florida State University 15

Program 15

Students 18

Faculty 19

Facilities and Resources 20

Response to Previous BOR Recommendations 21

Strengths, Needs, and Recommendations 26

Florida A & M University 28

Program 28

Students 29

Faculty 30
Facilities and Resources 31
Response to Previous BOR Recommendations 32
Strengths, Needs, and Recommendations 35

University of South Florida 38
Program 38
Students 39
Faculty 40
Facilities and Resources 41
Response to the Previous BOR Recommendations 43
Strengths, Needs, and Recommendations 45

Florida Atlantic University 47
Program 47
Students 48
Faculty 49
Facilities and Resources 50
Response to Previous BOR Recommendations 50
Strengths, Needs, and Recommendations 53

University of West Florida 56
Program 56
Students 57
Faculty 58
Facilities and Resources 59
Response to Recommendations from Previous BOR Review 60
Strengths, Needs, and Recommendations 64

University of Central Florida 67
Program 67
Students 69
Faculty 70
Facilities and Resources 71
Response to Previous BOR Recommendations 72
Strengths, Needs, and Recommendations 75

Florida International University 78
Program 78
Students 81
Faculty 82
Facilities and Resources 83
Response to Previous BOR Recommendations 84

Strengths, Needs, and Recommendations 87

REFERENCES 91

APPENDIX A:

Curriculum Vitae for Dr. Shanti K. Khinduka, BOR Consultant

APPENDIX B:

Program Review Personnel

EXECUTIVE SUMMARY

This review of the graduate and undergraduate social work degree programs in the State University System of Florida (SUS) focuses on the quality of the curriculum, the composition and caliber of students and faculty, the nature and adequacy of facilities and resources, and the overall progress of social work education since the previous program review by the Board of Regents in 1988. The Social Work programs are located at Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University, and are currently accredited by the Council on Social Work Education. Each school and department has specified its educational objectives carefully and each attempts to assess its outcomes systematically. The programs are fortunate in having a dedicated and diligent faculty. Many other strengths of the social work programs are noted in the report.

A number of state-wide concerns also surfaced during the review: (1) Practically all programs need to hire additional full-time faculty. In several programs the existing faculty-student ratio is much below the ratio required by the new accreditation standards. A few programs seem to rely excessively on part-time faculty. (2) While faculty in all programs work hard, there appears to be absent an institutional culture that promotes research and scholarship. Structured opportunities and incentives that foster original and applied research need to be created in all social work schools and

departments in the state. (3) In a number of institutions resources for office and classroom space, secretarial and support staff, library acquisitions, faculty travel, and computer and associated equipment were reported to be grossly inadequate. Yet some of them plan to develop new concentrations or degree programs. (4) Without a firm commitment of additional resources, especially additional faculty lines, it would be inadvisable to start new degree programs. (5) The SUS institutions should also address the issues of low or stagnant faculty salaries, of insufficient release time for chairpersons and practicum coordinators, and, in some cases, of a lack of administrative autonomy.

Themes and Trends in Social Work Education

Introduction

This is the third program review of social work education in Florida conducted by the Board of Regents of the State University System of Florida. The first review was conducted in 1979 and the second in 1988. In preparation for this review, each of the seven universities under the SUS which offer social work degree programs (Florida State University, Florida Agricultural and Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, and Florida International University) was invited to prepare a descriptive and self-evaluative report on its social work programs. These reports formed the basis of a focused discussion between the consultant and program representatives in October-November, 1994. These discussions provided clarifications and additional information concerning each program. No on-site visits were made.

The consultant appreciates the cooperation and courtesy extended to him by the program representatives. They were open and thoughtful in their responses and invariably committed to improving the quality of their educational programs. He is also thankful to Dr. R.E. LeMon, Director, Program Review; Dr. Gita Pitter, and Ms. Leila LaCrosse for sharing their intimate knowledge of the developments and issues in higher education in Florida.

This report gives a brief, general review and evaluation of social work programs throughout the SUS of Florida. Each of the seven programs has been reviewed in general accordance with the program review checklist prepared by the SUS. In each case, note has been made of an institution's response to the recommendations made in the 1988 review.

Although each accredited social work educational program meets the standards established by the Council on Social Work Education (the national accrediting body), its special character, location, historical evolution, and institutional mission must be kept in mind when assessing its achievements and challenges. Thus, this report avoids inter-institutional comparisons. It does not shrink, however, from making evaluative comments or offering recommendations that are necessary, in the judgment of the consultant, to preserve the integrity and enhance the effectiveness of the social work educational programs in Florida.

National Trends in Social Work Education

Certain national themes and developments in social work education provide a useful backdrop to a review of social work education in Florida. The next section of this report therefore discusses selected major developments in contemporary social work education that appear relevant to Florida. This will then be followed by reports on specific institutions.

Enrollment: Now almost a century old, formal social work education has become a recognized part of American higher education. Today there are more than 50 doctoral programs, 123 accredited masters programs, and 393 baccalaureate programs in the United State (Social Work Education Reporter, 1995). More than 43,000 students were pursuing the baccalaureate degree in social work in 1993-94. The corresponding number for masters students was 32,195 and for doctoral students 2,034. U.S. universities awarded more than 10,000 baccalaureate, more than 12,000 masters and more than 200 doctoral degrees in 1993-94 (Frumkin & Lloyd, 1995; Lennon, 1994).

During the early and middle 1980s, enrollment of social work students declined throughout the nation. Since 1989, the total number of social work enrollments and graduates at all three levels has shown a steady increase in the country. The enrollment and graduation pattern in Florida institutions has more or less paralleled this national trend of growth, decline, stabilization, and increase.

Curriculum: The Council on Social Work Education mandates that schools offer a curriculum responsive to the existing and emerging problems in our society. Its Curriculum Policy Statements (1992) for the masters and baccalaureate degree programs state: "the purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination." Based on this premise, the baccalaureate level programs are expected

to prepare students for "generalist" social work practice, and the master's level for "advanced" social work practice. A professional foundation curriculum with a common body of knowledge, values, and skills is required for both levels of social work education. Nine identifiable content areas must be included in the foundation curriculum: social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. The advanced curriculum for the masters program must include an area of concentration for social work practice. Both MSW and BSW programs must be founded on a liberal arts perspective. A distinguishing feature of social work programs is that they must maintain close and ongoing ties with the practice community, using its input and feedback for curriculum evaluation and refinement.

Accreditation: Recently, the Council on Social Work Education has streamlined its accreditation standards (1994). The new evaluative criteria for undergraduate and masters programs require that (1) each educational program specify its educational objectives, provide a rationale for their selection, demonstrate that the program implementation reflects the program objectives, and engage in a systematic evaluation of its program to gauge whether the outcomes are consistent with the stated objectives; (2) the organization, governance, and resources provided by the institution to the social work program demonstrate that the program has adequate budgetary resources, administrative and support staff, sufficient physical space, needed library holdings, and

the requisite autonomy to realize the program's goals and objectives; (3) the program have an unequivocal stance on non-discrimination and make specific and continuous efforts to ensure equity to faculty and staff in all matters of personnel policy; (4) the full-time faculty are sufficient in number, have adequate qualifications and needed substantive expertise, maintain on-going oversight of the curriculum, and are given adequate release time for practicum coordination and other administrative responsibilities; (5) appropriate policies are in place for admission, transfer of credit, advisement, and student rights and grievance procedures; and (6) the curriculum of the program is consistent with the Curriculum Policy Statement of the Council on Social Work Education.

Innovations: So that the need to comply with accreditation standards does not impede innovation, the Council on Social Work Education is now specifically encouraging social work programs to develop new conceptualizations and approaches to social work education and practice. The focus of CSWE's Millennium Project is on promoting new models of professional social work education. A series of activities has been designed to encourage experimentation with new models of conceptualizing, organizing, and delivering social work education (Council on Social Work Education, 1995).

In addition to the influence of the Council on Social Work Education through its Curriculum Policy Statement and accreditation standards, social work education is also

affected by trends in higher education, the profession of social work, and the social-political-demographic changes taking place in contemporary America.

Resource constraint: Social work education is a university-sponsored enterprise. One cannot have an accredited program of social work education if it is not offered under the auspices of an accredited college or university. Although often criticized in the popular media, American universities are among the most admired institutions in the world. They attract thousands of students from abroad, earn millions of dollars of foreign exchange, educate some of the world's most influential scientists, professionals, and public officials, and open opportunities for upward mobility to millions of young men and women. They, too, face numerous challenges, however. Among the challenges having a special bearing on social work education in Florida, two should be noted here. First, there is an incessant pressure to contain costs. Resource constraint has become a ubiquitous phenomenon in U.S. universities. As the next section of this report shows, it is a pervasive issue facing social work educational programs in Florida. Second, higher education is being challenged to strike a balance between research and teaching. Research intensive universities have been accused of abandoning teaching, while institutions that are primarily teaching oriented are being called upon to encourage research and scholarship on the part of their faculty.

Emphasis on research: The need for this balance is especially acute in social work education, where research has traditionally not been a significant priority of the faculty

or a major focus of the curriculum. In 1991, a national task force expressed its dismay on the backward state of social work research, characterizing the existing research capability in social work to be "in a crisis" (Task Force on Social Work Research, 1991). Due in considerable measure to the initiative and support of the National Institute of Mental Health, a number of social work schools are now beginning to make concerted efforts to build a strong infrastructure of social work research in their institutions.

Declassification: In the past two decades numerous efforts to declassify social work services have resulted in the increasing delivery of complex social services by para-professionals and sub-professionals. The quality of public social services, which have been hurt most by declassification measures, has deteriorated and, in turn, lowered the public's confidence in social work.

Disengagement from public services: The social work profession itself is being subjected to a variety of internal pressures and controversies. A growing number of social workers are now engaged in the private practice of psychotherapy. They are increasingly concerned with licensing, vendorship, and formulas and rates for third party payment. This trend in the practice of social work is influencing social work curricula throughout the nation. In order to placate student interests, many social work schools are offering curriculum streams in clinical social work practice, even though powerful voices in the profession continue to question the relevance of clinical

approaches to the solution of some of the most intractable social problems facing our society. The disengagement of social workers from public social services and the associated curricular biases of social work schools has aroused considerable disquiet in the social work profession (Specht & Courtney, 1994).

The external environment: In many ways, the most decisive forces that influence social work education are external to it. The Commission on Educational Policy of the Council on Social Work Education has recently identified the following elements of this external environment: "changes in the political, economic, and ideological environments and their effects on social policies; globalization and its impact; technological changes; demographic changes and their impact on clients, communities, students, and faculty; the impact of multi-culturalism on clients, students, and faculty; market forces such as licensing, vendorship, occupational requirements, continuing education, and professional organizations such as the National Association of Social Workers (NASW); consumer demands and client and community needs; changing service environments; changes in funding services and patterns...." (Council on Social Work Education, 1995, p. 4-5).

While the above list does not require much elaboration, two brief observations seem to be in order. First, the demographic changes in the country and Florida--the increasing number of elderly persons, of children under poverty, of people of color (who are disproportionately in the lower economic bracket), and of immigrants--are shaping the

context and foci of social work practice and, therefore, social work education. Social work curricula at both the graduate and undergraduate levels reflect the impact of the demographic shifts in our society. Second, the nature and scope of the welfare state is perhaps the central issue of contemporary political discourse in the United States. Always rather ambivalent to the idea of a welfare state, many prominent political leaders today have launched a fierce attack on the social welfare system in the country. Although by no means a uniquely American phenomenon, the resistance to the public provision of social services for at-risk populations has become extraordinarily vocal in our nation. The ideological attack on the welfare state, the rush to privatize social services, and the attempt to slash social welfare expenditures are certainly going to have a major impact on the social work profession as well as on social work education--in what specific ways, it is too early to say. The increasing antagonism toward social welfare programs, the backlash against affirmative action, the hostility toward new immigrants, both legal and illegal, the punitive nature of most of the proposals for welfare reform, and other such trends reflect a political environment less likely than ever before to appreciate the needs of the poor and vulnerable populations.

But the problems that social workers attempt to alleviate will not disappear without determined and persistent efforts to combat them. Poverty, homelessness, delinquency, mental illness, family breakdown, the loss of a sense of community, and racial and ethnic polarization are social cancers. One of the challenges before social work

education is to persuade the political decision makers to recognize that these social issues are going to be as central to the future security of the United States as its economic well-being. This is a challenge social work educators in Florida share with their colleagues in the rest of the nation.

Institutional Reports

Florida State University

Program

The school of social work at Florida State University (FSU) offers social work degree programs at the baccalaureate, masters, and doctoral levels. Both the baccalaureate and masters programs were reaccredited by the Council on Social Work Education in 1994. Doctoral programs are not accredited by CSWE.

Offered primarily at the upper division level, the undergraduate social work curriculum is designed to prepare generalist social workers for entry level practice. The basic social work curriculum consists of courses on social welfare policy and services, human behavior and the social environment, social work practice, social work research, and the field practicum. The curriculum is designed as a sequential, unified whole. Content on values and ethics is integrated throughout the curriculum, and the ability to work with clients from diverse cultural backgrounds is stressed. The link between research and practice is especially emphasized.

The MSW program seeks to prepare students for advanced level of social work practice in one of three concentrations: clinical, social services, or administration. The basic MSW program is a four-semester, 60-credit sequence, consisting of foundation courses in the first year and concentrations in the second. The required

content in the foundation year covers the CSWE identified areas in human behavior and the social environment, social welfare policies and services, social work practice, social work research, and the field practicum. During the first year the students obtain a generalist perspective on social work practice, through concurrent field placement two days a week in approved agencies in Tallahassee. During the second year students take their coursework on campus in the fall and have a block placement in the spring semester. Agencies throughout Florida are used for block placement, and an accompanying field seminar to facilitate class-field integration is offered in various cities in the state.

The clinical track prepares graduates with a specialized knowledge and practice competence for advanced practice in clinical social work. Students completing this track are expected to be knowledgeable about at least two theoretical models of clinical social work practice. The social services and administration practice track includes two areas of concentration: social services practice and administrative practice. Students in the social services practice track learn to integrate interpersonal helping and case management skills with community organizing and social action. Students in the administrative practice track are trained to manage human service agencies by integrating social work values with management technology and human relations skills. The rich curriculum offerings by the Department of Public Administration in the College of Arts and Sciences are available to students in the administrative practice track.

The school offers on-going part-time programs in Jacksonville, Gainesville, and Panama City. All off-campus, part-time programs follow a planned format. Each program has an area coordinator who works with the students on-site. In locations where the number of students is very small, the school does not offer all concentrations.

The Ph.D. program in social work aims to train social work researchers/scholars and educators. It draws on the resources of the faculty of the school of social work but also of other related disciplines in the university. The Ph.D. program is soundly conceived, offers a rigorous curriculum, admits students of promise and commitment, and benefits from thoughtfully developed ongoing linkages with other disciplines in the university. The school also participates in an interdisciplinary/interdivisional Ph.D. program in marriage and family.

The school enjoys excellent relationships with the social agencies in the community. The off-campus programs are adequately supported by the school administration and the faculty. The availability of elective courses enriches the overall curriculum. The research and practice components are well articulated. The curricula of all three programs are rich in the choices they offer to students and are continually reviewed and revised by the faculty.

Students

Student enrollments have increased at all the three program levels, and it is expected this pattern will continue. Current student-faculty ratios are: BA/BS--30:1, MSW--27:1, and Ph.D.--15:1 students per faculty member, respectively. Although comparable national figures for student-faculty ratios for undergraduate programs are not available, the school of social work reports that the median student-faculty ratios for MSW and doctoral social work programs nationally are 13:1 and 11:1, respectively.

Female students are well represented in the Ph.D., MSW, and baccalaureate programs. The school's minority enrollment matches that of the larger university and approaches that of the region in which it is located. A number of scholarships, fellowships, and loan funds are available to support minority students. Currently, all minority students receive some kind of financial aid.

The criteria and procedure for admission are spelled out in the university documents. Appropriate policies and agreements have been designed for transfer students from Florida community colleges to the undergraduate program. Admission criteria are the same for the on-campus and the off-campus MSW programs. Periodic surveys of its alumni by the school indicate that the graduates are well prepared for their social work practice roles.

The advising system assists students with the development of their program of studies and the resolution of academic problems, where they exist. The advising system seems to work quite well in the school.

Faculty

In the academic year 1994-95, the school of social work has 17 full-time and three part-time faculty in ranked positions, four full-time and three part-time assistants or associates in the field, and two grant supported assistants, also in the field. The faculty are a diverse group in terms of age, academic rank, gender, and racial and ethnic background. As a result of resignations, leaves of absence, and reassignment of responsibilities, there has been a sharp decline in the number of courses taught by full-time faculty and a corresponding increase in the number of courses taught by part-time faculty and doctoral students. In some cases, class sizes have also been increased. The school critically needs additional faculty resources in order to maintain the integrity and quality of the present educational programs.

The faculty of the school is known throughout the nation for its research and scholarly contributions to the field. They are dedicated to their instructional and advising responsibilities and they are active in professional and community service. A number of them have developed strong linkages with other divisions of the university. Several have had successful records of procuring grants for their training and research projects.

The new dean of the school is an energetic and visionary leader. Besides being a nationally recognized researcher/scholar, she has begun to forge creative relationships with important state and community agencies to improve the resource base of the school. She and the faculty are developing an ambitious long-term strategic plan for the school of social work.

Facilities and Resources

The school of social work at FSU has enjoyed a pattern of budgetary allocation that is both stable and generally sufficient for the efficient operation of the school. The library, located adjacent to the social work school, has a large selection of books and journals needed by social work students and faculty. The computing resources, including software, seem to be more than adequate. Although only limited office space is available for adjunct faculty and teaching assistants, all full-time faculty and secretaries have private offices and individual desk top computer equipment. The school also has its own video and projection equipment.

Classroom space is, however, very limited. When the school moves to a new location in 1996, the space needs are anticipated to be met.

With seven full-time and two part-time support staff as well as graduate student assistants, the school has adequate secretarial and clerical resources.

Response to Previous BOR Recommendations

The 1988 BOR review of the FSU school of social work made the following recommendations.

Recommendation 1: *It is apparent that the FSU school of social work is at the limits of its resources in providing off-campus programs. In regard to this:*

a. Consideration should be given to new funding to stabilize off-campus programs, particularly those which can be projected to continue during the next ten years. While the quality of these programs is good, they are operating on an extra-service and enrollment generated basis.

b. Faculty should be encouraged to review these options in terms of advantages and disadvantages for overall teaching and research if extra funding is not forthcoming.

Response: A new funding model was tried, but, in the absence of requisite support from outside groups, this model was dropped. A decision has been made now to discontinue the off-campus program in Pensacola. Despite heavy time demands on faculty, some off-campus programs will be continued. Apparently, the benefits of offering such programs outweigh the disadvantages. Among the benefits are the

enhanced, state-wide visibility of the school, provision of MSW education to students who live in areas where other opportunities for graduate social work education do not exist, and an opportunity for faculty to supplement their income at a time when faculty salaries have remained low.

Recommendation 2: *The faculty has accomplished an impressive record of publications, and it is critical that existing vacancies be filled with senior level faculty who have proven track records in research. Special emphasis should be given to recruiting minority faculty members.*

a. Faculty should be encouraged to build on their scholarly productivity, including increased efforts to secure funded research.

b. While external funding could provide faculty protected time for research, the university and school should attempt to identify additional means of support for faculty research. For example, the school might review how to most effectively encourage and support faculty research through the use of internal funds, release time from other duties, teaching assistants as needed, and staff support.

Response: The school has hired new faculty at the assistant and associate professor levels. Two new minority female faculty have been hired as assistant professors. So

far no new full professor has been recruited, although the new dean has made a request to the provost to upgrade a vacant assistant professor line to that of full professor. Teaching and research assistants have been made available to faculty. A number of social work faculty have written successful grant proposals. Among the first initiatives of the new dean has been the establishment of a new Office of Research and Development at the school to provide faculty with support and assistance in acquiring and conducting funded research.

Recommendation 3: *The school has used its financial aid resources effectively; however, the level of assistantships, particularly at the Ph.D. level, is an area of concern.*

a. The lack of Ph.D. assistantships should be addressed. This is especially important since there is some indication that FSU may be losing strong potential applicants to other states.

b. The state and university should seek scholarships/assistantships at a level which would encourage potential students from throughout the state being in residence at the Tallahassee campus.

c. The university and the school should review the support and financial aid available to minority students as a means of increasing their numbers in the baccalaureate, masters and doctoral programs.

Response: While a larger number of doctoral students have been given assistantships, the amount still remains very low. There is also a shortage of fee waivers for both in-state and out-of-state students. Where possible, doctoral students are employed on funded research projects. Some progress has been made in recruiting and retaining minority students. The school's development plan sets as a priority the establishment of additional scholarship for students, including those from minority communities.

Recommendation 4: *The school should explore ways of developing stronger linkages with FAMU. Collaborative efforts in continuing education projects, occasional joint faculty meetings, and regular recruitment visits, for example, might strengthen the intra-institutional linkage and serve both programs.*

Response: Efforts to strengthen collaboration with FAMU have included specific allocation of student assistantships for FAMU graduates (e.g. The Victoria Warner Scholarship Fund), holding of recruitment meetings, and a recent research initiative that involves collaboration between a FAMU faculty member and the dean of FSU on an NIH-funded research project.

Recommendation 5: *Florida State University has a tradition of leadership in social work education in the state. Many of the issues that have been accurately identified by the Florida Association of Social Work Education Administration are state-wide. Given appropriate supports by the state system and university, the FSU school of*

social work can provide leadership in addressing a number of these issues, for example:

a. There remains a need for a statewide continuing education program. The school should be encouraged and supported in a cooperative effort with other social work programs, the National Association of Social Workers, and representatives of public and private agencies to develop a continuing education program(s).

b. The commitment of HRS for long-term training is a critical issue statewide. FSU should be involved in working with HRS to develop opportunities for social work education.

Response: Several FSU faculty have offered continuing education workshops in such areas as AIDS, trauma, family therapy, licensing requirements, practice liability, supervision and elder abuse. A project has been initiated to reprofessionalize the employees in the HRS system. The new dean has taken steps to reactivate the Florida Association of Deans and Directors.

Strengths, Needs, and Recommendations

The FSU school of social work underwent a change of leadership last summer. Several significant initiatives have been taken since this change of leadership. The faculty have developed a new mission statement for the school with an educational focus on preparing community-based social work practitioners. The school has decided to become more visible both in the professional and the larger community. Faculty members are working together with greater energy and enthusiasm. Several are preparing grant proposals. The Community Advisory Committee is excited about the plans and directions of the school. An ambitious development plan has been prepared. The dean and the faculty aspire to place the FSU school of social work among the top ten social work schools in the nation. The school does appear to have many ingredients that, together with much-needed additional faculty resources, can enable it to become a front-ranking social work school.

Recommendations are as follows:

1. The FSU school of social work deserves the full support and encouragement of the FSU administration in its aspiration to become one of the top ten schools of social work in the country.

2. In terms of student enrollment, on-campus and off-campus offerings, and

availability of degree programs, the FSU school of social work is the largest social work educational program in Florida. However, its full-time faculty is too small for a program of this size, breadth, and complexity. The university administration should seriously address the issue of critical full-time faculty shortage in the school.

3. The school should substantially increase the amount of financial assistance to students. Special attention needs to be given to fee waivers and to the amount of stipends given to graduate students.

4. The school should create additional opportunities and incentives for faculty to engage in significant, externally-funded research.

5. The school leadership should continue its recently revived efforts to become more actively involved in state organizations. In keeping with its location in the state capital and its history and stature, the school of social work should play a constructive leadership role in organizing social work educational programs in Florida and in establishing long-term educational agreements with HRS and other pertinent state agencies impacting human services.

Florida A & M University

Program

The BSW program of Florida A & M University (FAMU) seeks to prepare graduates who will engage in problem solving processes with individuals, groups and communities, promote social and economic justice, and demonstrate sensitivity to human diversity.

The BSW curriculum is designed to produce a generalist social work practitioner who is competent to engage in both direct and indirect practice using a client-centered, problem-solving approach. A four-semester sequence of courses in social work, including a field experience, is required for students receiving the BSW degree. In consonance with the 1992 Curriculum Policy Statement of the Council on Social Work Education, FAMU stresses nine content areas in its BSW curriculum. These are: social work values and ethics, human diversity, social and economic justice, populations-at-risk, human behavior and social environment, social welfare policy and services, social work practice, social research, and field practice. The curriculum consists of twelve required and seven elective courses in social work. While the required courses cover the CSWE-mandated content, the elective courses focus on such areas as children, correctional counseling, health care, the elderly, AIDS, chemical dependency, and social work practice with African American families. The

learning objectives of each curriculum content area are carefully explicated. The expected student outcomes are also clearly delineated.

The curriculum reflects both the requirements of the CSWE Curriculum Policy Statement and the special mission of FAMU. It is thoughtfully conceptualized and competently delivered. Faculty have kept the curriculum up to date and relevant. They use a variety of measurement tools to gauge the outcomes of the educational offerings. These measures include: retention and graduation rates of students, admission to graduate schools, field placement evaluation, course examinations and tests, exit interviews, and alumni survey.

Students

The department places considerable emphasis on providing a nurturing environment to students. The advising system plays an important role in this process. Advisors are expected to be both mentors and role models for students. They guide students in developing their total educational plan, in selecting and sequencing courses, in providing timely information on curriculum changes, in suggesting avenues for professional growth and development, in exploring opportunities for employment and graduate study, and in helping select agencies for field placement.

A student organization called the Student Social Work Association is the formal

structure through which the students in the department organize themselves for representing their positions to the administration on educational issues. An annually revised student handbook compiles relevant information on the university and the social work program. It also spells out student rights and responsibilities.

Students characterize the educational program as challenging and rewarding. They describe their faculty as friendly, supportive, and accessible, one that encourages student involvement in departmental activities. Students are particularly pleased with the department's focus on community-based social services and on social justice.

Faculty

The faculty of the department comprises six full-time positions and a number of adjunct positions. One of the current six faculty members is tenured and another is serving in a visiting capacity. Four of the six faculty members have doctoral degrees. All faculty in the department are female and all but one are African-American. The most experienced full-time faculty member has been with the department since 1950, and the most recent members were hired just a couple of years ago.

The department has a complement of highly dedicated and able faculty members. Their areas of expertise include interracial adoption, economic development for low income persons, child welfare, gerontology, mental health, and chemical dependency--

all areas of significant relevance for the populations served by the graduates of the department. Faculty engage vigorously in the instructional, advising, university and community service and administrative responsibilities assigned to them. Some faculty also engage in research and scholarly activities leading to publications. The chairperson is a highly respected leader in social work education. She and a small number of faculty are also involved in writing and administering grants from outside sources. Faculty are well recognized for their leadership roles in the community and the profession. The department works well as a team with a spirit of cooperation, and it also uses wisely the input of the Social Work Community Advisory Committee.

The faculty come with strong academic and practice credentials. Although the faculty's quality and commitment to teaching are impressive, the department needs at least two additional full-time positions to enable all social work students to take social work courses in proper sequence.

Facilities and Resources

The department is located on the fourth floor of Perry Paige Building. There are two dedicated classrooms for social work and seven faculty offices. Although there is no departmental library, social work holdings in the general library are quite strong, especially on topics dealing with cultural diversity and with African Americans. There is no computer lab for students--a facility that the faculty and students in the

department believe they need. Two support staff provide secretarial and clerical assistance to the department.

Response to Previous BOR Recommendations

Listed below are the recommendations from the previous BOR review and FAMU social work's response to the recommendations:

Recommendation 1: *The social work program should be accorded a departmental status. With the merger of the social work program with sociology and criminal justice, the program suffered a loss of visibility and a resultant diminished productivity and decreased student enrollment. Departmental status of the program would assure professional identity and renewed vitality and improvement.*

Response: This recommendation has been fully implemented.

Recommendation 2: *There is a need for a chairperson with full-time responsibility in social work to provide direction for the program and a clearly identified social work faculty with primary responsibility for instruction of social work course, student organizational activities, recruitment and student advisement.*

Response: This recommendation has also been fully implemented.

Recommendation 3: *With the institution of new and more stringent accreditation standards, there is a need to upgrade the curriculum in preparation for reaccreditation.*

Response: The department of social work has developed new course offerings in research and in human behavior. It has also added another three hour course in social work practice and reinstituted an integrative field seminar.

Recommendation 4: *Additional clerical staff should be assigned to the program.*

Response: An office manager now provides the needed clerical support to the faculty in the department of social work.

Recommendation 5: *In order to ensure stability of faculty, attention should be given to establishing a more competitive salary scale, and to creating a university support-allowance for research activities, community service and special advisement of students.*

Response: Beginning with the academic year 1992-93, the department has been allowed to increase faculty salaries so that they are now competitive with other similar institutions. The department has been able to recruit promising and highly qualified new faculty as a result.

Recommendation 6: *Physical facilities and other resources need to be upgraded.*

Response: Although housed in the same general area where it was located seven years ago, two dedicated classrooms and seven faculty offices are available to the department of social work. Social work, however, has lost the departmental library and space for a projected computer lab.

Recommendation 7: *The university must provide adequate resources to the program in order to meet accreditation standards for the undergraduate program. An MSW is not currently feasible with present facilities and resources.*

Response: The department now has three copiers, a video camera, VCRs, computers, and other similar resources needed by faculty and student assistants. Travel funds have also enabled faculty and selected students to attend national meetings of professional associations.

Recommendation 8: *Every effort should be made to initiate a collaborative endeavor with FSU that would utilize their respective strengths. This was recommended in the 1979 program review; however there seems to have been little follow-up by either institution. A first step might be for the program heads, faculties, and students of the two institutions to get together in order to explore areas of mutual strength and interest.*

Response: FAMU is the major source of minority students for the MSW program at FSU. One FAMU faculty member is currently collaborating on a research project with faculty at FSU. FAMU and FSU students have held joint conferences. A joint meeting to train field instructors for both institutions was also convened. FAMU students have an opportunity to take selected courses at FSU. Reciprocal opportunities at FAMU exist for FSU students. The department expects greater collaboration between FAMU and FSU social work programs in the future.

Recommendation 9: *There should be an aggressive student recruitment effort with administrative support. The establishment of an evening program which would be attractive to persons who are working full-time should be considered.*

Response: Student enrollment has increased visibly in recent years, especially after the social work program received a departmental status. Forty-three new students were admitted in 1994-95.

Strengths, Needs, and Recommendations

Enrollment in the social work program at FAMU has risen remarkably in recent years. New faculty have been added. Requests for hiring additional faculty are being reviewed by the dean. The social work program's being made a separate department has enhanced its visibility.

The master plan of the SUS includes the eventual establishment of an MSW program at FAMU, and the university administration is eager to develop an MSW program. Mounting a graduate program of social work education, however, will require the commitment of significant, additional resources. These resources ought to be provided up front. In order to develop an accreditable MSW program, the university will have to recruit qualified new faculty, develop a program of education with one or more concentrations for the graduate program, create new internship opportunities for student field placements, and allocate additional resources for classroom space, faculty offices, library acquisitions, computer support, and student stipends. Secretarial support will also have to be augmented. Once the university administration formally commits the requisite new resources, the department would be ready to plan for an MSW program of accreditable quality. The university and the Board of Regents should also begin to consider giving social work the status of a school when the MSW program is introduced.

Recommendations are as follows:

1. In view of the increased enrollment in the department, additional full-time faculty positions should be allocated to social work.

2. The space needs for the social work department ought to be accorded priority.

3. Attention should be given to increasing the number of social work periodicals currently subscribed to by the library. Relevant reports and documents published by the federal government should also be acquired on an ongoing basis.

4. It would be wise for the university to continue to take steps that strengthen its existing undergraduate program before an MSW program is authorized.

5. Once the university commits the requisite resources for mounting a quality MSW program, planning for that program should seriously begin.

6. Such planning for a graduate program should include planning toward autonomous status for the social work department at a school level. This will require the conversion of the position of chair of the department to that of dean of the school, with the necessary resources to support a dean's office.

University of South Florida

Program

The school of social work at the University of South Florida (USF) offers two social work degree programs: Bachelor of Social Work and Master of Social Work. Both programs are accredited by the Council on Social Work Education.

The BSW program prepares beginning professional social work practitioners who, as generalists, are able to intervene at both the micro and macro levels using the problem solving process as their conceptual underpinning. A well-designed curriculum of 36 hours of core courses includes content on social welfare policy and services, human behavior and social environment, social work research and statistics, social work practice methods, and field instruction. Social work values and ethics are stressed throughout the curriculum. Issues of human diversity and special problems confronting minorities are also emphasized. The curriculum is appropriately sequenced.

The MSW program offers a concentration in clinical social work practice. Students have an option to acquire special depth in practice areas of health, mental health family practice, and gerontological social work. A collaborative arrangement with the Department of Gerontology and the College of Public Health allows the social work

school to offer dual degrees in gerontology and social work and public health and social work. The school offers both a full-time and a part-time MSW program with the same clinical concentration and orientation. Both require completion of 60 semester hours. The full-time program is Tampa based, while the part-time program is offered at Tampa as well as at Fort Myers.

The MSW curriculum includes the following sequences: the human behavior and social environment sequence; the social policy sequence; the research sequence; the social work practice sequence; and supervised field instruction. The approach to curriculum development, the design of the curriculum, and the sequencing are consistent with the Curriculum Policy Statement of the Council on Social Work Education. In keeping with the university's urban mission, students are trained to address the social problems of urban communities. Input from the school's Professional Advisory Committee and from field instructors is used to review and, when appropriate, revise the curriculum. While generally excellent, the curriculum would be further enriched by a more explicit inclusion of content on prevention of social problems.

Students

The students in the BSW and MSW programs come from a diversity of backgrounds: out of the 49 students in the BSW program in Fall 1994, 46 were female and 14

belonged to an ethnic or racial minority. Out of the 28 students in the MSW program, 23 were female, and 7 came from a minority background. More than half of the undergraduate students are transfer students from community colleges. Both MSW and BSW students include non-traditional students, homemakers, persons changing careers, and those seeking entry or re-entry into higher education.

The BSW program is a limited access program. Applications far outnumber admissions. The selectivity in admission has helped the school to maintain its high quality. The school's standards and procedures for admission are clear and consistent with university policies and procedures.

The school provides very good advising to both its BSW and MSW students. This is reflected in the high percentage of students who meet their graduation requirements and receive the BSW and MSW degrees. Graduates of the school are active in many professional and communal organizations; they consistently perform well on Florida's clinical licensing exam.

Faculty

The school is currently under the leadership of an acting director. With both the previous directors of the school of social work currently serving in the central administration, social work faculty are in high profile positions at USF.

Faculty carry demanding work loads: In addition to teaching two to three courses per semester, advising, and participating in curriculum development and evaluation, they are expected to be more active and visible in the community than members of most other academic departments, and they are required to supervise up to 24 BSW and/or MSW students in the field. Thus, even though faculty members attempt to pursue research and scholarly interests, the faculty as a whole has not yet become distinguished for its research and academic publications. Similarly, there is little evidence of contract or grant activity on the part of the faculty. The faculty's strength, instead, has been reflected through developing solid educational programs and through faculty members' involvement in a variety of university committees. The faculty has also been active in professional and communal organizations both locally and nationally.

In the absence of an adequate number of full-time faculty, the school of social work relies excessively on adjunct faculty, especially for BSW courses.

Facilities and Resources

The resources of the school leave much to be desired. The financial challenge confronting all universities in Florida has impacted the school of social work also. Resources to support faculty research and travel; to purchase essential equipment, supplies and computer software; to address issues of salary compression and inversion;

to hire needed support and clerical staff; and to build or procure requisite office space have been extremely limited.

Space is at a premium on the campus of USF. For the school of social work, it has meant inadequate work space, unsuitable and cramped space for conferences, location of faculty offices at inconvenient places, inadequate office space for the chair of the graduate program, and non-availability of space for accommodating research projects in the school.

The university's computing center suffers from a lack of sufficient support staff to assist faculty and students to meet their computing needs. In the absence of the requisite number of qualified staff, questions about the proper use of specific software remain unanswered. Several PCs and printers in the school need to be upgraded or replaced. New software needs to be purchased. Costs associated with the maintenance and repair of the school's computer equipment, technical staffing for the efficient use of this equipment, and purchase of needed additional equipment are a major concern to the school.

The library holdings and acquisitions are also marginal: Of the 34 journals considered as core publications in the field of social work, the Tampa campus subscribes to only 21.

Similarly, the secretarial and clerical positions assigned to the school seem to be inadequate for a unit that offers two degree programs in more than one location and that must maintain strong ongoing relationships with a host of social agencies whose cooperation is indispensable to the operation of the social work education program.

Response to the Previous BOR Recommendations

The previous review, conducted in 1988, noted a number of resource-related deficiencies and proffered five recommendations:

1. The issue of resource underlies any future planning for the program. In implementing the proposals of the 1979 SUS review, the university developed a program which for its size is impressive by all standards. The early promise of special support was cut short by fiscal circumstances which forced central administration to review its priorities.

2. As a consequence, the forward movement of the social work program has been considerably slowed. Various initiatives were undertaken by faculty and were extraordinarily successful, but could not be sustained. The faculty wisely chose to offer education only when it could reflect the university's commitment to quality.

3. There is no shortage of creative ideas on this faculty, nor of commitment,

dedication, and competence. There is not shortage of tested proposals which would be received eagerly in the USF service region. But the recommendations for the program make no sense without the resources needed to fulfill their promise.

4. What seems to be needed is another university review of its priorities. In consultation with department and college administration, the university should decide what it wants its social work program to be by the year 2000. Careful cost estimates should be prepared. Options might include a part-time program; off-campus satellites; post-master's education, both degree and non-degree; more joint degrees with other university units and more. Then, an order of priorities should be established and, within resources available, a timetable set for implementation.

5. Whatever that will be, given the chance, the social work faculty will carry out a USF forward plan to the further enhancement of the reputation of the university, and its service to the people of Florida.

Response: The response by the school of social work shows that its faculty has taken a variety of initiatives that include the establishment of a second dual degree (with the College of Public Health), the introduction of new courses, the development of a satellite part-time program in Fort Myers, and the formulation of new plans for program expansion and refinement.

Strengths, Needs, and Recommendations

The issue of inadequate resources for faculty lines, staff support, office and classroom space, availability of computer-related equipment, and library acquisitions and holdings remains quite acute. The hard-working faculty of the school offers two carefully designed and competently delivered social work degree programs, but the program suffers from serious resource constraints.

Recommendations are as follows:

1. At least one new, full-time faculty position should be created for the school of social work in the very immediate future.

2. The school should gradually diminish its reliance on adjunct faculty for classroom instruction.

3. While retaining the clinical focus of the MSW program, the faculty should strive to incorporate additional relevant content on prevention and on the macro forces that create problems of social functioning for individuals and families in the modern urban communities.

4. The faculty should strengthen its research and publication record. They should

also be encouraged to prepare grant applications for training and research. Appropriate incentives and opportunities should be provided by the school and university administration for this purpose.

5. The school of social work proposes to establish a third year certificate program that may eventually lead to a Ph.D. program. In the absence of significant additions to the faculty, a demonstrable record of the faculty in generating research grants, and a more respectable record of research and publications in refereed journals, the school should focus more on strengthening its quite solid MSW and BSW programs rather than exploring the possibility of developing a doctoral program at this stage.

6. USF should address the issue of inadequate space for the school of social work. Additional offices, a larger office for the director of the graduate program, more conveniently located offices for the faculty, and larger work space for support personnel are necessary to improve the efficiency of the program.

7. USF should allocate the needed resources for the school of social work that would enable it to buy a biofeedback machine and to purchase or upgrade computers, video cameras, color monitors, and other educational equipment.

8. The library should subscribe to at least the core journals and other basic monographs needed for social work students and faculty.

Florida Atlantic University

Program

Florida Atlantic University (FAU) offers an undergraduate social work program leading to the BSW degree. It was granted initial accreditation in 1982. Its accredited status was subsequently reaffirmed in 1985 and 1989. In order to address the concern about administrative integrity of the program, a separate department of social work, as a part of the larger unit called the College of Social Sciences, was established in 1989. The next accreditation review of the program is due in 1996.

The BSW program aims to provide students with knowledge and skill for entry into beginning, professional social work practice. Like other undergraduate social work programs, another objective of the BSW program is to prepare students for admission into graduate programs in social work. The curriculum design and structure of the BSW program are appropriate for meeting these objectives.

Students accepted into the program must have a liberal arts foundation. They must complete a course of 60 semester credit hours distributed as follows: 12 credits in elective courses, 9 credits in cognate courses and 39 credits in social work. The 39 hour social work curriculum comprises three courses each in social work practice and social welfare policy, two courses in human behavior and the social environment, one

course in research methodology, and an internship of 400 hours in an approved community agency. The curriculum includes carefully selected content on important populations-at-risk. A weekly Integrative Seminar is required of each student in the practicum. The field education program has been designed to provide opportunities to students to apply classroom learning in the field setting, and to integrate theory with practice under the supervision of an experienced social work practitioner. Requisite policies are in place with regard to the selection of field agencies and field instructors. Expectations from students and field supervisors are clearly spelled out in this manual.

Students

Approximately 225 students were enrolled last year as social work majors. The students in the program reflect the diversity of South Florida: they range from 21 to 71 years in age, and they come from a variety of ethnic, racial, and cultural backgrounds. As in other social work programs, the vast majority are female. On graduation, approximately two-thirds enter employment in social work or a related field and a little more than one-third enroll in MSW programs.

Each admitted student is assigned an advisor for the entire duration of the student's baccalaureate program. The responsibilities of the advisor and the students are outlined in the student manual. An Association of Student Social Workers has been in existence for a number of years. Membership in this organization is open to all social

work majors. Students are also encouraged to join the National Association of Social Workers.

Faculty

The department of social work has four full-time faculty. They have been with the university for the past several years, providing continuity and stability to the department. There are two associate professors and two assistant professors. Three of the four faculty members are female. In terms of ethnic background, two are Caucasian, one American Indian, and one Hispanic. The faculty have a rich diversity and background of social work practice experience. They have expertise in gerontology, child welfare, field education, health care, immigrants and migrant farm workers, adult protective services, and American Indians. The department also has a sizable contingent of highly qualified adjunct faculty. The full-time faculty are active in university and community service and are also quite visible in the organizations of professional social workers and social work education in the region and the nation.

While the chair of the department is on leave in 1994-95, the coordinator of field work is serving as acting chair. The department is capably administered. It has been successful lately in receiving grants from external sources.

Facilities and Resources

The department of social work shares its suite of offices with the Department of Health Administration. Each full-time faculty member has an office. Secretarial space, office space for adjunct faculty, storage space, and conference room space seem to be adequate.

Other resources, however, are clearly inadequate. The library operates on an extremely limited budget. With a faculty of four full-time and seven part-time persons, and with approximately 225 majors, the secretarial support, with only a half-time secretarial position, is very inadequate and affects both the productivity and performance of the faculty and the efficient operation of the department.

Response to Previous BOR Recommendations

Six recommendations were made during the previous BOR review. These recommendations and the department's response are noted below:

Recommendation 1. *The faculty and administration of the university and the social work program should carefully consider the merits of continuing with the current number of part-time faculty versus consolidating some of the part-time positions into another full-time position; the latter course is preferable since it helps create a critical*

mass of full-time instructional staff.

Response: An additional full-time faculty member has been hired since the last BOR review. However, the number of students has grown significantly in the last year, thereby keeping the department unduly dependent on adjunct faculty.

Recommendation 2: *The university should re-examine the policy of not providing release time to the program administrator and the practicum coordinator for the numerous administrative responsibilities inherent in those positions.*

Response: The limited number of social work faculty coupled with the sizable growth in enrollment has prevented the department from adjusting the workload of the chair and the acting chair, even though the university administration has supported the concept of release time for social work program administrators.

Recommendation 3: *Since only one of the three full-time and tenured faculty members possesses a doctoral degree, it will be to the advantage of all parties concerned if the university administration is able to successfully encourage these faculty to pursue advanced education in social work or in an allied field. Thus, effective and generous efforts at further faculty development should be explored by the university administration.*

Response: A new faculty person with a doctoral degree has been hired. Another was given an Employee Grant-in-Aid Award, enabling her to enroll in a doctoral program in social welfare during the 1992-93 academic year. She expects to complete all her doctoral degree requirements this year.

Recommendation 4: *The administrative organization of the social work program should be re-examined with a view to developing a separate department of social work. Such an administrative arrangement will be necessary to assure the degree of program autonomy and programmatic integrity required for successful reaccreditation of the program. This will also help in giving the social work program added visibility in the university.*

Response: As of the academic year 1989-90, this recommendation has been fully implemented.

Recommendation 5: *Appropriate resources with regard to faculty lines, office space, release time for administrative responsibilities, travel funds for participation in important meetings, and office space should be allocated to the social work program.*

Response: The office space is adequate and the number of full-time faculty lines has increased. So has the enrollment, thus keeping the department still understaffed in terms of full-time faculty. Travel funds also are extremely tight.

Recommendation 6: *In the absence of the provision of adequate and stable faculty resources, the university should not plan to initiate an MSW program. The minimum number of faculty for launching a new MSW program will be nine to ten. Such faculty will be expected to have a range of competencies required in order to develop and deliver a curriculum in compliance with the Curriculum Policy Statement of the Council on Social Work Education.*

Response: The university has not planned to initiate an MSW program.

Strengths, Needs, and Recommendations

The department of social work at FAU offers a solid baccalaureate program in social work. Its well designed curriculum meets the educational and training needs of its diverse student body. Its graduates do well in the employment market. It has a core of stable and dedicated faculty who bring to the students a diversity of educational and ethnic backgrounds. The faculty work together as a team. They make notable service contributions to the university and the community. The department has attempted seriously to implement a number of recommendations made at the time of the previous BOR review in 1988. Its resources have increased, and the size of faculty has grown. Progress has been made in securing external funding.

The department is not without serious problems, however. Its faculty resources seem

to have been stretched as far as possible. With approximately 225 social work majors and only four full-time faculty, one can anticipate embarrassing questions about the adequacy of faculty resources from the Commission on Accreditation of the Council on Social Work Education. The secretarial situation is also unsatisfactory. The issue of release time to the chairman and the head of the field education program has yet to be resolved. Faculty workloads are heavy and salaries are low. Although some faculty have published in professional journals, they have excelled more in university and community service than in moving the discipline forward through their research or scholarly publications. The library resources are marginal and subscriptions to several journals have been discontinued.

Recommendations are as follows:

1. The faculty-student ratio should be in compliance with the recommendations of the Commission on Accreditation of the Council on Social Work Education.

2. The university should pay serious and immediate attention to funding new full-time faculty appointments.

3. The chair of the department and the coordinator of field education should be given release time from their teaching assignments so that they can attend to the multiple administrative and professional responsibilities expected of incumbents of

such positions in social work departments. Their workloads should be adjusted according to the prevailing practice in other accredited departments of social work.

4. A long-term commitment should be made to raise faculty salaries.

5. Secretarial resources of the department must be upgraded, as they are inadequate for a professional social work educational program that requires extensive communication with social agencies for student internships.

University of West Florida

Program

The University of West Florida (UWF) offers an undergraduate program in social work through a free-standing academic department housed within the College of Arts and Social Sciences. The department also offers a minor in social welfare, and three interdisciplinary minors in child welfare, aging, and substance abuse.

The principal goal of the program is to prepare beginning social workers with a generalist perspective. The curriculum has been designed to comply with the requirements of the Curriculum Policy Statement of the Council on Social Work Education. Like other undergraduate programs, it offers a sequenced series of courses on human behavior in the social environment, social welfare policy and services, social research and evaluation, social work practice, and the field practicum. The program has carefully conceptualized the educational outcomes for its graduates. It also has a mechanism to evaluate and refine the curriculum in an on-going manner.

The professional curriculum, based on a liberal arts foundation, emphasizes values and ethics, includes content on human diversity, and is sequenced appropriately. The social work practice content introduces students to methods of working with individuals and families, with groups, and with communities. An interesting

component of the social work practice curriculum is the requirement of 120 hours of volunteer work by students in an agency. The department has vital linkages with the community through its 21-member Professional Practice Advisory Board and uses feedback from the community to revise and refine the curriculum.

Students

In the past several years the number of degrees awarded by the department has grown from 25 in 1987-88 to 51 in 1991-92. Only 32 students graduated in 1992-93 as against 51 in the previous year. In Fall, 1993, the department enrolled 156 students. As in the rest of the country, more than 80% of students were women. Seventeen percent of students came from minority groups and 83% were white.

The department of social work follows the university's admission standards. While adhering to the university criteria for admission, the chair of the department interviews all newly admitted students, interprets to them the special mission of the social work profession, explains departmental policies with regard to student responsibilities, and prepares a degree plan for the student. Each student is assigned an advisor who monitors the student's progress through the program. In addition, the faculty advisor mentors and advises the student with regard to preparation for a career in the profession.

Students in the program participate in policy and decision making through representation and voting privileges at departmental meetings. Students' rights and responsibilities are clearly detailed in the departmental documents, including the student handbook.

Faculty

At the present time, five full-time faculty are assigned to the social work department. (Although a sixth faculty line is credited to the department, in reality the line has been assigned to various university-wide administrative responsibilities.) In addition, there are four "faculty associates" with backgrounds in maternal and child health, geriatrics, and supervision. One of the five full-time faculty is on a visiting slot. Four full-time faculty members are white and one is Native American. All faculty possess strong practice backgrounds and participate energetically in the educational program of the department.

For a variety of reasons, the department has experienced an 80% turnover in recent years. The chair, with 18 years of experience at the university, is the only tenured member of the faculty. The faculty function well as a team. They represent a breadth of relevant educational and practice experience.

The program has had recurring difficulty in recruiting and, even more critically,

retaining minority faculty. The location of the university and the low salaries are reported to be the main reasons for this difficulty.

The previous chair of the department has now been promoted to dean of the Faculty of Arts and Social Sciences. The current chair, an associate professor with tenure, has been with the department for 18 years. She chairs the department, coordinates the field practicum program, and has a full load of student advising. She has provided both stability and leadership to the department, but her heavy workload remains an issue of concern.

Without additional faculty resources, the program is not in a position to grow. It is remarkable that such a small faculty, composed as it is mostly of relatively new members, has been able to offer not only the full BSW professional curriculum, but also the minors in aging, child welfare, substance abuse and social welfare.

Facilities and Resources

Like the rest of the university, the department has experienced severe cutbacks in its resources in the last several years. For example, the expense budget, which was $12,500 in academic year 1986-87, was reduced to $10,500 in 1993-94. The allocation for clerical support dwindled from $1,600 to $800 during this period. The equipment budget, which was $835 in 1986-87, was slashed to $0 in the academic

year 1993-94. Like other departments, the social work department has had to discontinue one third of social work serial subscriptions from the university library. The allocations for monographs were also reduced severely.

On the positive side, faculty offices and classroom spaces are adequate. Each faculty member now has a personal computer and printer. Those who present papers at professional meetings are provided funding for travel and associated expenses. The Instructional Media Center of the university offers excellent services to faculty.

The department has received a significant donation from a recent alumna. It also has a contract with the HRS to provide a field instruction unit in a children and families program.

Faculty salaries have remained low, and lack of resources have prevented the department from hiring adjunct faculty. Faculty workload, especially the department chair's, is excessive. It cannot but have a deleterious impact on the quality of education offered by the department.

Response to Recommendations from Previous BOR Review

Since the previous program review by the Board of Regents in 1988, the financial situation and the faculty composition of the department have changed markedly.

Under the altered circumstances, the department has attempted to respond appropriately to the recommendations made seven years ago.

Listed below are the 1988 BOR recommendations and the department's response.

Recommendation 1. *The department should be encouraged to give first priority to continuing and enriching its baccalaureate program and to maintaining its state and national reputation as a quality baccalaureate program. Consideration should be given to raising the GPA requirement for students entering the program to assure higher quality.*

Response: In order to accommodate older students, the department has decided against applying for limited access standing to the Board of Regents. Rather, beginning in 1995-96, it will institute an exit requirement so that students entering the field instruction program will be expected to have a minimum GPA of 2.5 in the major as a prerequisite for admission to the senior field instruction courses.

Recommendation 2. *The department should be encouraged to continue its planning interest in bringing graduate social work education to Northwest Florida. This means it should undertake a comprehensive, indepth feasibility study of the need for graduate education and resources necessary to provide a quality graduate education program in the area.*

Response: The department undertook the recommended feasibility study but wisely withdrew the proposal to initiate a master's program when the university encountered severe financial difficulties. Instead, the UWF faculty is interested in developing an off-campus graduate program in collaboration with FSU.

Recommendation 3: *The department should be encouraged to give similar attention to strengthening its Center on Aging. Given that aging is of university-wide interest and concern, future developments should be both departmental and interdepartmental at UWF. A strengthened Center on Aging could serve as an important vehicle for education, training, research and service consultation to the region.*

Response: Again, staffing and resource shortages have created insurmountable blocks to pursuing this recommendation. A new faculty member, hired in 1991, is exploring funding possibilities needed to revitalize the Center on Aging.

Recommendation 4: *The department should be encouraged to strengthen its Office on Interactive Technology since it is on the frontier of the new video disc technology for which the market is only now beginning to open up.*

Response: Initiatives were put on hold when HRS funding for the project abruptly ended.

Recommendation 5: *The department, along with other social work programs in the state, needs to work aggressively with the Florida Department of Health and Rehabilitative Services to reestablish grant/contract support such as it has enjoyed in the past.*

Response: Again, not much happened primarily as a result of problems within HRS. However, the department enjoys good relations with the local office of HRS, and a contract to provide training to HRS employees has been in existence for the past three years.

Recommendation 6: *The department should be encouraged to maintain its curricular emphasis on rural to small urban center populations. This is a sound emphasis which is complementary to the needs of the region and yields valuable national visibility for the UWF social work program.*

Response: Because of the faculty turnover, composition of students, and the growth of the UWF service area, the emphases of the program are being reviewed. Beginning social work graduates should be trained, the faculty think, to work competently in a variety of settings.

Recommendation 7: *The department should be encouraged to maintain and strengthen its resolve to recruit minority students and faculty to its program. Careful attention*

should be given that grade point standards should neither be compromised in the effort nor should they be rigidly applied in such a way as to preclude promising minorities entering the program.

Response: Serious efforts were made to recruit minority faculty; some success was achieved, but it was short-lived. The record has been much better in recruiting and graduating minority students.

Strengths, Needs, and Recommendations

In contrast to 1988, when there was a desire for growth and expansion, the mood in the department now is much more sober. There is not the same momentum or the urge to develop new centers. The immediate goal, it seems, is to retain current faculty, obtain one or more additional slots, and maintain accreditation.

Substantial budgetary cutbacks between 1990 and 1993, accompanied by a hefty growth in the number of majors from 90 to 189 head count and 72.7 to 107.05 FTE, have created a serious problem for the department of social work at UWF. The extraordinary turnover of faculty between the two review periods (1988 and 1995) has not helped either. Yet the current department chair and her predecessor are attempting bravely, with the help of the newly recruited faculty and the support of the professional community, to manage a program whose quality was much more evident

and impressive seven years ago.

It appears that stability is now returning to the department. The curriculum, in general, is fairly strong, although additional work remains to be done to conceptualize what the faculty mean by the generalist perspective. Graduates obtain good employment and are admitted into MSW programs. The faculty are well integrated into the community, from which they receive great support. Strong relationships have been forged and maintained with the local unit of HRS.

Nevertheless, the department is confronted with a serious predicament. The accrediting body, the Council on Social Work Education, recommends a 1:25 faculty to students ratio for social work programs. According to figures provided by the department, the ratio of faculty to students is 1:34. Unless the social work department increases the size of its faculty or decreases the number of majors, its accredited status may be in jeopardy.

Because of the limited number of faculty, UWF is not in a position to start an MSW program in Pensacola. They can do so only in collaboration with another institution such as FSU. FSU, however, seems to be committed to developing an off-campus program in Panama City and not in Pensacola.

Recommendations are as follows:

1. The university should consider the allocation of at least two tenure earning positions to the department of social work as early as possible.

2. The workload of the departmental chair is excessively heavy and must be adjusted in line with national norms in social work education.

3. A long-term plan for faculty retention and faculty development should be one of the priorities of the department of social work.

4. The resources for library, secretarial support, and equipment must be increased in order for the faculty to be able to offer a program of acceptable quality.

5. The program should continue to explore the possibility of offering a small, collaborative MSW program with FSU. By itself UWF does not have the faculty resources to offer a master's program in Pensacola.

University of Central Florida

Program

The department of social work at the University of Central Florida (UCF) is one of seven academic units in the university's College of Health and Public Affairs. To its long existing BSW program, it has now added an MSW program. The BSW program is classified as a limited access program.

The BSW program prepares students for entry-level positions in human service organizations as social work generalists. The MSW program trains graduates for clinical social work practice with individuals, families, and groups.

Building upon a liberal arts base, the BSW curriculum is constructed in accordance with the Curriculum Policy Statement of the Council on Social Work Education. Six integrative themes--a systems perspective, a problem solving approach, a macro-micro focus, appreciation of human diversity, commitment to social justice, and professionalism--are interwoven throughout the curriculum. Content on social work values and ethics and on socially oppressed populations is incorporated in various parts of the curriculum.

In addition to completing the university's general education requirements, BSW

students are required to complete six specified pre-professional courses in American government, biology, computer science, economics, psychology, and sociology. The social work course work consists of 45 semester hours of required courses, at least one social work elective, and six hours in cultural studies or foreign language. The required curriculum is comprised of two courses in human behavior and the social environment, two courses in social welfare policies and services, two courses in research, five courses in social work practice, and a minimum of 420 supervised clock hours in a social welfare setting.

The 60 credit hour MSW program consists of two equal components: the foundation and the advanced curriculum. The foundation curriculum includes two courses in social work practice, two courses in human behavior and the social environment, one course in social welfare policies and services (a second course is completed in the advanced curriculum), two courses in social work research, and 448 clock hours of supervised field work. The advanced curriculum also includes required courses in these five sequences and the completion of 608 clock hours of supervised field work in an approved agency. Based on a generalist model of social work practice in the foundation field practicum, the advanced field education focuses on practice experience in direct, face to face contact with individuals, families, and groups. In the last semester, a student can select two electives from such available offerings as clinical supervision, sex therapy, social work with women, child abuse, interventions with substance abusers, and studies in urban social work practice. All these electives

are pertinent for students concentrating in clinical social work practice.

As in the undergraduate program, values and ethics permeate the entire curriculum. The commitment to vulnerable populations is likewise reflected in the course offerings.

The curriculum is thoughtfully conceptualized and carefully designed. In addition to incorporating the CSWE-prescribed content, it also offers the student an opportunity to benefit from the rich offerings by the university in other cognate disciplines. It is well structured and sequenced appropriately. The field education program is a strong component of the curriculum. Both traditional and emerging agencies are used as sites for student's field education. The department enjoys excellent relations with these agencies.

Students

The 1990s have seen a significant growth in the BSW program. The number of BSW majors increased by 37% between Spring 1991 and Spring 1994. This growth has resulted in increased class sizes. The average BSW class size in Fall 1994 was 39.

Within the broad context of the university and SUS standards, the department has established its own admissions standards and procedures. These are consistent with its

status as a limited access program. Appropriate admissions standards have also been developed for the MSW program. Each application is reviewed by two members of its admissions committee.

Both the BSW and MSW programs have succeeded in recruiting a diverse student body: 25% of the BSW students and 18% of the MSW students in 1993-94 came from racial or ethnic minority backgrounds. Following the national profile, an overwhelming proportion of BSW and MSW students are women.

Each social work student is assigned an advisor. The undergraduate advising process includes four components: pre-advising; regular advising, field advising; and graduation advising. The advising policies and procedures as well as student rights are described in the department's student handbooks. Students form their own associations and send representatives to serve on a number of departmental committees.

Faculty

The department of social work currently has eight full-time faculty members. (It is also recruiting for two additional positions.) Three of the eight faculty belong to a racial or ethnic minority. Fifty percent of the faculty are female. All faculty have a social work degree; they also have impressive backgrounds in social work practice. They are active in a number of local, regional, state, and national professional

organizations. A number of adjunct faculty also teach in the BSW and MSW programs.

Although women are well represented in administrative positions, only male faculty currently hold senior (professor and associate professor) ranks. Faculty are involved in teaching, advising, curriculum development and in several areas of scholarly pursuits. The department has a formal governance and administrative structure which includes a variety of committees composed of faculty and students.

The department has a supportive 20-person Social Work Advisory Council. It also has a Social Work Alumni Council.

The UCF social work department has a good mix of new and old faculty. They get along well. Some are doing research and are beginning to bring grants. Newly faculty have strong backgrounds in clinical practice. Faculty teach both in the MSW and BSW programs.

Facilities and Resources

Since the inception of the MSW program in 1993, the department's faculty resources, support staff, graduate assistantships, and overall budgetary allocations have increased. A social work research lab has been designed to encourage faculty research. Each

faculty member has been provided a computer. Library resources for the department seem to be adequate. Faculty receive travel funds to participate in professional meetings.

Classroom space, however, is very tight. Office space for faculty and for teaching assistants is also minimal.

Response to Previous BOR Recommendations

Recommendation 1: *The development of an MSW program appears to be an appropriate aspiration only if the university determines that adequate resources can be allocated to the department. There appears to be a significant need for a program which could serve the Central Florida area in and around Orlando. Creation of a marginally supported program, however, would tend to ensure a weak program and would fail to serve the best interest of the university and the community.*

Response: As noted previously, the department enrolled its MSW class in Fall 1993. The MSW program has been very enthusiastically received by the professional community and interested students. If additional faculty were available, the department could easily admit many more applicants. For the current size of the student body, however, the number of faculty lines is adequate. The department is committed to maintaining good quality in both educational programs, although it is

eager to explore possibilities of offering post-MSW courses.

Recommendation 2: *The relationship between HRS and social work education within the UCF catchment area is reasonably good based on the information available. The statewide relationship between HRS and social work education appears to be in need of extensive improvement. UCF's social work program needs to join with its counterparts in other institutions across the state in a coordinated effort to enhance their relationship with HRS in order to provide leadership in conceptualizing and developing ways of impacting the state's social services manpower utilization.*

Response: The social work department enjoys very good working relationships with HRS. Many students are placed for their field practica with HRS; a faculty member serves on HRS's District 7 Advisory Board; and HRS personnel are well represented on the department's Social Work Advisory Council. The department would like to increase the number of HRS employees in its educational programs. However, the enrollment of HRS employees, according to state policy, will not result in reimbursement for the department, nor is such enrollment recognized as generating additional credit hours.

Recommendation 3: *The department's plan to promote a "Social Work Research And Training Center" appears to have many positive features as discussed above. The one concern is the potential drain on resources and faculty time which could negatively*

73

impact the accredited BSW program. The department needs to assure that grant monies are sufficient to generate the needed resources to carry out the various activities of the Center. Given the small size of the faculty and the demands for teaching and servicing the student field practicum, plans for the Center should remain quite modest.

Response: No action has been taken to promote the Social Work Research and Training Center. The faculty instead have directed their energies to the development of the MSW program.

Recommendation 4: *Faculty salaries appear below range. Unless this situation is remedied the program will be at risk of losing valuable faculty resources.*

Response: The department has made efforts to upgrade faculty salaries, primarily through the SUS "Teaching Incentive Program." The salaries of current faculty at the ranks of assistant professor, associate professor, and professor do not seem to be below national or regional averages.

Recommendation 5: *Secretarial resources are minimal. Continued dependence upon part-time, student staff will limit the department's capacity to achieve desired levels of excellence.*

Response: Significant progress has been made in assigning additional staff to the department. A second secretary has been hired, and plans are afoot to hire a third full-time secretary. In addition, for the first time graduate teaching assistants are being assigned to full-time faculty.

Strengths, Needs, and Recommendations

The department has made forward strides in the past few years. The quality of the baccalaureate program remains good and a new MSW program has been developed. A new department chair is providing strong and energetic leadership. The practice community is highly supportive of the department. The university administration is also pleased with the developments in the department.

The MSW program has created considerable interest among prospective students, and the department has had to turn down many qualified applicants. Even though many apply to the MSW program, the department cannot admit more students because of the CSWE recommendation of a faculty/student ratio of 12:1 for BSW and 25:1 MSW program. Increasing the size of the faculty remains a key challenge for the department.

Recommendations are as follows:

1. The MSW program was initiated after a needs assessment. The social work community in Central Florida apparently thought that a clinical focus was needed in the MSW program. Although the department has responded by developing a clinically oriented MSW program, it needs to keep the focus and orientation of the program under constant review. Even though established social agencies might prefer it, an exclusively clinical orientation, however broadbased, may not sufficiently prepare the MSW for practice, given the manifold nature of problems in our society at large and in Central Florida.

2. Unless substantial new faculty resources are added, the limited access status of the social work program should be maintained. There is no dearth of suitable internship sites, but in the absence of sufficient new faculty it would be unwise to increase the number of students in the program.

3. The faculty should be very cautious in developing post-MSW programs. There is no gainsaying the need for such offerings, but they should not be allowed to take limited faculty resources away from the BSW and MSW programs. No major additional programs can be justified without additional faculty.

4. The department puts deserving emphasis on the quality of instruction by its faculty. It should also more seriously encourage faculty participation in research and advancement of knowledge through scholarly publications.

5. Provision of adequate office space for social work faculty and classroom space for social work students should be accorded high priority by the university administration.

6. In line with the national and state pattern, the name of the department should be changed to that of a school of social work, since it offers both a graduate and an undergraduate degree program in social work.

Florida International University

Program

The school of social work at Florida International University (FIU) offers three degree programs in social work: the BSSW, established in 1972; the MSW, established in 1981; and the Ph.D., established in 1991. Until July 1994, the social work programs were offered under the auspices of the department of social work. In August 1994, a structural change was made and the department received school status within the newly formed College of Urban and Public Affairs. In addition to the three degree programs, the school houses two significant research and training facilities, the Institute for Children and Families at Risk and the Professional Development Center.

The undergraduate program prepares students for entry-level, professional social work practice and trains them to competently work with individuals, families, groups, communities and organizations. The curriculum includes courses on human behavior and social environment, social welfare policy and services, social work research, social work practice, and a field practicum. As part of their field education, students are placed in over 200 agencies located in Dade County and Broward County. The program is available to both full-time and part-time students. It is offered at the University Park Campus as well as the North Miami Campus.

Feedback obtained by the school from recent graduates suggests that in general graduates found the field instruction, human behavior, and the practice courses to be most relevant. The graduates felt that the program was preparing them well for beginning generalist practice, although courses in the social welfare policy and services sequence evoked less enthusiastic response from recent graduates.

The MSW program prepares students for advanced professional practice in social work. It offers concentrations in Services to Children and Families and Services to the Elderly. Students also can specialize in either direct practice or administrative practice within each of these concentrations. The school offers a full-time as well as a part-time MSW program. MSW classes are held at the North Miami Campus, the University Park Campus and the University Tower in Broward.

MSW students are required to successfully complete a minimum of 60 semester credit hours for graduation. In addition to the required sequences in human behavior and the social environment, social welfare policy and services, social work practice, social work research and field practica, the program offers a large array of elective courses on direct practice, administration, children and families, and the elderly.

In partnership with HRS, the school has established a IV-E MSW program to help professionalize social services in HRS. Under this program up to 30 selected HRS staff members are granted two-year educational leaves at full salary to attend the

MSW program full time, with tuition and books paid by the program. In addition to the regular MSW courses, students in the IV-E program must take other special courses and internships designed for them. The school has shown commendable innovation in creating learning experiences involving intensive family preservation methods and techniques that teach students how to unify children in foster care with their families of origin.

The Ph.D. in social welfare aims to produce social work scientists for research careers and leadership roles in social welfare, social work, and social work education. The goal is to recruit students from diverse multi-cultural backgrounds and to so train them that they can design, test, and implement more effective interventions for social problems, especially those that affect communities of Southwest Florida. Open to full-time students, the Ph.D. program is offered only on the North Miami Campus.

The curricula of the BSSW and MSW programs comply with the Curriculum Policy Statement of the Council on Social Work Education. The MSW curriculum has a number of strong elective components. The Ph.D. program stresses both substantive mastery of the subject matter and sophistication in research methodology. It has the potential of becoming a nationally recognized research-oriented doctoral program.

Students

In recent years the school of social work has experienced a remarkable increase in the number of students. The number of undergraduate full and part-time students increased from 74 to 185 between 1988 and 1993. The corresponding increase in the number of MSW students was from 102 in 1988 to 251 in 1993. Currently the school enrolls 185 undergraduates, 251 master's, and 26 doctoral level students.

For each degree level, the school has established appropriate standards of admission. The BSSW students enter the social work program in their junior year and are required to have a minimum grade point average of 2.0. They come from a variety of institutions, but community colleges are the main feeder sources. The school has been quite successful in enrolling African-American students in the undergraduate program.

Three out of four MSW students are graduates of Florida institutions. The admissions policy and standards for MSW students are consistent with those of Florida International University. The vast majority of students are women. Ethnic minority groups are represented in the student body at all three program levels.

The school has an active student organization. Among the noteworthy programs sponsored by students have been fund-raising activities for March of Dimes and the Cancer Society, a membership drive for the National Association of Social Workers,

and emergency crisis intervention for homeless children and families after Hurricane Andrew.

The school of social work surveyed its BSW and MSW graduates recently. The results of the survey show that an overwhelming majority of graduates found positions consistent with the focus of their studies.

Faculty

The school has 23 faculty positions, including seven that are supported through the IV-E program. Of the current faculty, fourteen are women, five are Hispanic, and three are African-American. Two members of the social work faculty also occupy administrative positions within the university.

The school was stunningly successful in recruiting four nationally known senior scholars, but three of them, including two women, have now left the school. Their departure has adversely affected the depth of the scholarly and research strength of the faculty, the quality of the educational program, the morale of the remaining faculty, the prospect of future growth, and the reputation of the school of social work in the nation.

Faculty responsibilities include teaching, curriculum development, student advising,

participation in developing and administering research and training projects, and community service. Faculty serve actively on university committees, and they provide technical assistance in various forms to public and voluntary human service agencies in the state. They are also quite visible in national professional organizations. In recent years the faculty has engaged in a number of externally funded research and training projects. Under the leadership of the former director, the school of social work won national renown for innovation, aggressive faculty recruitment, development of new projects, and securing resources from outside public and private funding agencies. The current acting director of the school is attempting to restore the momentum and vitality the school had acquired in the previous five or six years, but she has a big challenge on her hands.

Facilities and Resources

Library holdings and computer support are adequate. All faculty have individual offices at the North Miami Campus. Additional office space at the other two sites are needed to house faculty and support staff.

The school has three permanent secretarial positions for the North Miami Campus, one full-time secretary for the University Park Campus, and one half-time secretary for the University Tower at the Broward Campus. Part-time students are hired to augment secretarial resources. The school needs additional administrative, secretarial support.

It also needs staff for its admissions office and for assistance in advising. A full-time position to assist the director of the school in budget management is also needed.

Response to Previous BOR Recommendations

Recommendations not requiring additional funding

1. *Initiate recruitment efforts designed to increase student enrollment in the undergraduate program.*

Response: Student enrollment in the undergraduate program has increased significantly in recent years, especially in the daytime program at the University Park Campus. Increased recruitment efforts by the school, outreach activities, and development of contacts with Miami Dade and Broward Community Colleges have proven to be helpful in increasing student enrollment.

2. *Focus on continued growth and maturity of the MSW program in terms of curriculum refinement, quality of student body, and strength and quality of the faculty.*

Response: Much progress has been made in refining and revising the MSW curriculum. Many relevant new electives have been added. The newly hired faculty have especially enriched the program. The IV-E MSW program has been another important addition.

3. *Continue collaboration with the Department of Health and Rehabilitative Services with a goal of establishing closer relationships.*

Response: The school of social work has made extremely impressive progress in this area. The Institute for Children and Families at Risk has joined in partnership with HRS on a number of projects. It has received five contracts and grants from HRS. The social work school's Professional Development Center has been another major venture. It provides a wide array of training and in-service opportunities to staff and has provided state-wide leadership in the development of training modules on certain aspects of child welfare practice. It works in close collaboration with HRS. The Title IV-E program, as noted earlier, is entirely a product of partnership with HRS.

Recommendations Requiring Additional Funding

1. *Plan toward autonomous status for the department at a school level with sufficient resources in administrative support, faculty lines, and faculty development opportunities. This recommendation also entails a position of the dean of the school with the necessary resources to support a dean's office.*

Response: Some progress has been made in implementing this recommendation. It came, however, only after the Commission on Accreditation on Social Work Education placed the social work program at FIU in conditional accredited status in 1992 because

it was found to be out of compliance with the Commission's standards on autonomy. Now the department of social work has been renamed as the school of social work, but the school of social work is part of a larger unit called the College of Urban and Public Affairs, which also houses the School of Policy and Management. Although the name of the department of social work has been changed, the head of the school of social work has neither been given the title of dean nor the associated resources.

2. *Increase faculty lines for senior direct practice faculty and increase secretarial support, even if school status is not achieved immediately.*

Response: This recommendation was implemented, but the two senior direct practice faculty hired in 1992 have resigned. The school is now recruiting for four vacant positions in policy and direct practice.

3. *Increase travel dollars for faculty.*

Response: Adequate travel funds have been made available in recent years for faculty participation in professional and scholarly meetings.

4. *Review faculty salaries with possible extraordinary equity increases if indicated.*

Response: Steps have been taken through salary compression awards to address issues of salary inequity.

5. *Continue and expand the program at the Broward County site and the University Park Campus.*

Response: Course offerings at both sites have increased markedly in the last several years.

6. *Consider conducting a study for social work or an inter-disciplinary Ph.D. program.*

Response: Dramatic progress has been made to implement this recommendation. The first cohort of seven Ph.D. students was admitted in 1991; five members of this cohort have already graduated. The initiation of the Ph.D. program has demonstrably strengthened the scholarly vitality of the school.

Strengths, Needs, and Recommendations

After making impressive strides in program development and faculty recruitment, the school of social work at FIU now finds itself confronted with an unusual challenge. It is in jeopardy of losing the gains made in recent years and must take steps to restore

faculty confidence in the university's willingness and ability to build and sustain a strong school of social work. The departure of three senior faculty, including two women, has notably weakened the school's resources for doctoral education. It has also created a negative perception about the school in the region and the nation. Replacement of three senior, nationally recognized scholars will not be easy, particularly when both the dean of the College of Urban and Public Affairs and the director of the school of social work are serving in "acting" capacities. This situation will doubtless create special problems in recruiting top-flight faculty. Although the university has nominally met the CSWE requirement of program autonomy, and is no more on a conditionally accredited status, the school of social work is in effect not a free standing school. Its head is not called dean, as was recommended in the previous BOR report, nor does its director have the requisite control on school budget or direct access to the provost of the university.

The school's aspiration to become a leading school of social work has received a serious setback by the events in the last two years, especially by the exodus of senior faculty. Currently only two senior faculty work with doctoral students.

Though in the past the school of social work made great progress in generating external funds, attracting strong faculty, and initiating innovative programs, its key challenge now is to seriously and gradually rebuild the school and its faculty. The current acting director enjoys the confidence and support of the faculty and is attempting to rebuild the faculty.

Recommendations are as follows:

1. The university should accord a truly autonomous status to the school of social work. Consistent with the pattern in most schools of social work in the nation, its director should be called dean of the school of social work, with direct access to the chief academic officer of the university and control over the budget of the school of social work.

2. Vigorous efforts should be made to replace the nationally recognized senior faculty who have left the school of social work in the past two years.

3. The university and the school should strive to develop and establish an institutional culture that supports, encourages, and rewards faculty research and scholarship. Flexibility in personnel policies and grant management, consistent with principles of personnel equity and financial accountability, would go a long way to develop an environment that is hospitable to serious and sustained faculty research.

4. The school of social work should make every effort to preserve the current excellent relations with HRS.

5. The university should provide additional administrative, advising, and secretarial staff to the school of social work to enable it to deal adequately with the

demands on the program as a result of increased enrollment and programmatic activities.

6. Adequate office space should be provided to the school for teaching, learning, and advising purposes.

7. The Institute for Family and Children at Risk should involve more faculty from the school of social work and should become more interdisciplinary. However, in order to keep its focus on public child welfare, its optimum location is within the school of social work, where it should continue to remain.

8. Feedback from recent graduates obtained by the school suggests that courses on social policy and research were not regarded highly relevant by graduates. The faculty should direct its efforts to make these important courses interesting, stimulating, and relevant for social work practitioners.

9. Once a semblance of stability and normalcy is restored, the school of social work should engage in long-term program planning that results in a stronger curriculum focus on the urban environment and on international social welfare, especially on Central America and the Caribbean. The curriculum should include greater content on effective approaches to working with immigrants and refugees.

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Appendix A

Dr. Shanti K. Khinduka

Curriculum Vitae

CURRICULUM VITAE

NAME — Shanti K. Khinduka

DATE OF BIRTH — December 22, 1933

SOCIAL SECURITY NUMBER — 022-42-2811

ADDRESS

Office:
George Warren Brown
School of Social Work
Washington University
Campus Box 1196
One Brookings Drive
St. Louis, MO 63130

Phone: (314) 935-6693
FAX: (314) 935-8511

Home:
354 Cooperstown Drive
Chesterfield, MO 63017

Phone: (314) 469-3098

MARITAL STATUS — Married

EDUCATIONAL BACKGROUND

Bachelor of Arts	1953	Rajasthan University Jaipur, India (Second Position in College - Magna cum Laude)
Master of Social Work	1955	Lucknow University Lucknow, India (First Class First Position - Summa cum Laude)
Master of Social Work	1961	University of Southern California Los Angeles, California
Doctor of Philosophy	1968	Brandeis University Waltham, Massachusetts

PROFESSIONAL EXPERIENCE

CURRENT POSITION: Dean and Professor
George Warren Brown
School of Social Work
Washington University

PREVIOUS EXPERIENCE:

(September 1967 - June 1974)

Associate Professor (1967-70); Professor (1970-74)
Assistant Dean (1972-74), Saint Louis University
School of Social Service, Saint Louis, Missouri

Responsibilities included the following:

Member, University Committee on Academic Rank and Tenure (1971-74)

Board Member, Institute for the Study of Peace (1972-74)

Chairman, Doctoral Program Planning Committee (1969-74)

Director of Doctoral Studies (1974)

Membership and Chairmanship of many School committees.

Areas taught:

Social Policy; Community Organization; Social Action; Social Development; International Social Welfare; Social Research; Social Change.

(July - August 1973)

Founding Director,
Kothari Centre for Environmental Research, Calcutta, India

Visiting Professor of Behavioral Sciences
Indian Institute of Management, Calcutta, India

(September 1964 - June 1967)

Doctoral student (as a Wien International Fellow)
The Florence Heller Graduate School for Advanced Studies in Social Welfare
Brandeis University, Waltham, Massachusetts

(June 1965 - September 1965)

Associate Social Affairs Officer
Survey, Research and Development Branch
Bureau of Social Affairs
United Nations, New York, New York

(July 1955 - September 1964)

Assistant Professor
Department of Sociology and Social Work
Lucknow University, Lucknow, India

PUBLICATIONS

Books and Articles in Books:

Edited Social Work in India (Jaipur: Sarvodaya Sahitya Samaj, 1962), pp. 214.

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"Toward an Evolving Agenda for Social Work Education in Russia," in Western Social Work Education: Continuities and Innovations, edited by S. Ramon. (Moscow: Soros Foundation (in Russian), 1994).

Journal Articles

"Group Supervision of Social Work Students," The Indian Journal of Social Work, XXIII, 1 (April 1962), pp. 105-114.

"Recruitment of Students," Social Work Forum, I, 1 (January 1963), pp. 19-24.

"The Role of Supervision in Social Work Education," The Indian Journal of Social Work , XXIV, 3 (October 1963), pp. 169-180.

"Population Growth in Asia: Problems and Possible Solutions," Asian Student (May 1965). Reprinted in Population Review, (1965).

"A Profile of the International Technical Assistance Expert in the Social Field," International Social Work, XXIX (October 1968), pp. 12-19.

"The U. N. Technical Assistance Programme: Duties of the Expert in the Social Field," International Social Work, XI, 4 (October 1968), pp. 12-19.

On Teaching International Social Welfare," (with Richard J. Parvis), Social Work Education Reporter, XVII, 1 (March 1969), pp. 35-38, 65-66. Reprinted in Teaching of Comparative Social Welfare (New York: Council on Social Work Education, 1969).

"The International Expert in Community Development and Social Welfare - A Comparison," International Review of Community Development, V, 21-22 (1969), pp. 281-298.

"Role Discrepancies and Professional Socialization: The Case of the Juvenile Probation Officer," (with William C. Brennan), Social Work, XV, 2 (April 1970), pp. 87-94.

"American Social Workers in Technical Assistance," Applied Social Studies, II, 2 (May 1970), pp. 69-79.

"Actual and Perceived Role Consensus and Dissensus Between Social Workers and Lawyers in Juvenile Court," (with William C. Brennan), Crime and Delinquency, XVIII, 2 (April 1971), pp. 191-201.

"Social Work and The Third World," The Social Service Review, XLV, 1 (March 1971), pp. 62-73.

"A Conceptualization of Social Action," (with Bernard J. Coughlin), The Social Service Review, Vol. 49, 1 (March 1975), pp. 1-14.

"Social Change and Social Action," (with Bernard J. Coughlin), Journal of Sociology and Social Welfare , III,3 (January 1976), pp. 322-331.

"Development and Peace: The Complex Nexus," Social Development Issues, X, 3 (Winter 1987), pp. 19-30.

Monographs

"Manpower for International Technical Assistance in the Social Field," Brandeis University Papers in Social Welfare, No. 18 (1968), pp. 1-51.

Contributor to Strategic Issues in the Future Role and Structure of Graduate Social Work Education, Report of the Task Force on the Future Role and Structure of Graduate Social Work Education, National Conference of Deans and Directors of Graduate Schools of Social Work, 1983.

Contributor to Towards Excellence in Graduate Social Work Education in the United States, Report of the Task Force on Quality in Graduate Social Work Education, National Conference of Deans and Directors of Graduate Schools of Social Work, 1984.

An Evaluative Overview of Social Work Education Programs in the State University System of Florida, published by the Board of Regents, State University System of Florida, Tallahassee, 1988.

Contributor to Proposal for a Comprehensive Study of Social Work Education, Report of the Task Force on the Future of Social Work Education, National Association of Deans and Directors of Social Work Schools, 1989.

CONFERENCE PAPERS

Presented papers and addresses at sessions of the Annual Program Meetings of the Council on Social Work Education; the International Conference on Social Welfare; the International Congress of Schools of Social Work; the Inter-University Consortium on International Social Development; the Japanese Federation of Schools of Social Work; the National Association of Deans and Directors of Social Work Schools; Annual Forums of the National Conference on Social Welfare; and the National Professional Symposia and Annual Meetings of the National Association of Social Workers.

PROFESSIONAL AND COMMUNAL SOCIETIES

Council on Social Work Education
Member, House of Delegates, (1975-1981).
Member, Advisory Committee on Research Utilization in Social Work Education, (1976-1979).
Member, Board of Directors, (1978-1981).
Member, Search Committee for Executive Director (1978).
Member, Nominating Committee, (1982).
Member, 1984 APM Planning Committee, (1983-1984).
Member, Commission on Accreditation, (1984-1988).
Member, Commission on Educational Policy, (1992-).

National Association of Social Workers
Member, Professional Symposium Planning Committee, (1974-1977).
Member, Board of Directors, Missouri State Chapter of NASW, (1975-1976).
Chair, Professional Symposium Planning Committee, (1978-1979).
Member, Encyclopedia of Social Work Evaluation Committee, (1980-1982).
Chair, Executive Director Search Committee, (1983-1984).
Member, Publications Committee, (1983-1984).
Chair, Publications Committee, (1984-1988).
Member, International Activities Committee, (1989-1992).
Chair, Conference Review Task Force (1993-1994).

National Conference on Social Welfare
Member, Board of Directors, (1979-1982).

National Association of Deans and Directors of Social Work Schools
Chair, Committee on Accreditation, (1978-1980).
Member, Task Force on the Future Role and Structure of Graduate Social Work Education, (1982-1983).
Member, Task Force on Quality in Social Work Education, (1983-1984).
Member, Executive Committee, (1987-89).
Chair, Task Force on the Future of Social Work Education, (1988-89).
Member, Committee on Implementation (1989-90).

U.S. Committee of the International Council on Social Welfare
Member, Board of Directors (1989-91).

The Greater St. Louis Chapter of the United Nations Association
Board Member, (1972-1973).
Member, Professional Advisory Board, (1974-1975).

The India Association of St.Louis
President, (1969-1970).
Chairman, Board of Trustees, (1980).

Center for the Study of Social Work Practice, University of Pennsylvania
Member, Advisory Committee, (1976-1982).

United Way of Greater St.Louis
Member, Board of Directors, (1982-).
Member, Executive Committee, (1982-1983).
Member, Planning Council, (1982-1987).
Chairman, Evaluation Committee, (1982-1987).

Goodwill Industries
Member, Board of Directors, (1987-).

JOURNAL EDITING

Founding Chairman, Editorial Board, Journal of Social Service Research, (1976-).
Member, Editorial Review Board, Social Development Issues, (1976-).
Member, Editorial Advisory Board, Urban and Social Change Review, (1973-1976).
Editorial Consultant, Journal of International and Comparative Social Welfare, (1984-).

PROGRAM REVIEW EXPERIENCE

Served as chairman or member of accrediting team, external review team, visiting board, or consultant to schools of social work in many universities, including the following:

Arizona State University
Case Western Reserve University
Colorado State University
Grambling State University
Our Lady of the Lake University
Syracuse University
The University of California, Berkeley
The University of California, Los Angeles
The University of Chicago
The Florida International University
The University of Kentucky
The University of Maryland
The University of Michigan
The University of Minnesota-Duluth
The University of Minnesota-Minneapolis
The University of Nebraska
The State University of New York, Buffalo
The University of Pennsylvania
The University of Pittsburgh
The University of Texas at Arlington
The University of Texas-Austin
The University of Utah
The University of Washington
West Virginia University

Served as a reviewer or consultant for:

Board of Regents, State University System of Florida
Board of Education and the Postsecondary Education Planning Commission, State of Florida
Coordinating Board, Texas College and University System
State Education Department, The University of the State of New York

Served as a member of Review Panel for The Children's Bureau

Served as a Special Reviewer for the Services Research Review Sub-Committee of the National Institute of Mental Health

OTHER

Served as Educational Leader of a two-week Clinical Study tour of American social workers to the Soviet Union in June, 1984.

Served as Educational Leader of a two-week Clinical Study tour of American social workers to Italy in May and June, 1985.

Served as Educational Leader of a two-week Sino-American Social Workers Seminar in China in March, 1986.

Served as Educational Leader of a two-week Clinical Study tour of American social workers to India in October, 1987.

Served as Educational Leader of a Soviet-American Social Workers Seminar in the USSR in July-August, 1989.

SKK/si
9/1994

Appendix B

Program Review Personnel

BOR Consultant:
Dr. Shanti K. Khinduka
Dean, George Warren Brown School of Social Work
Washington University
St. Louis, Missouri

BOR Program Review Coordinator
Leila N. LaCrosse
1554 Florida Education Center
Tallahassee, Florida 32399-1950

Florida State University
Dr. Angela Lupo-Anderson
Assistant Dean of Faculties
314 Westcott Building
Tallahassee, Florida

Florida A & M University
Dr. James Ammons
Associate Vice President
for Academic Affairs
Tallahassee, Florida 32307

University of South Florida
Dr. Kathleen Moore
Director of Program Planning & Review
ADM 226
Tampa, Florida 33620

Florida Atlantic University
Dr. Marilyn Federico
Associate Provost
Boca Raton, Florida 33431

University of West Florida
Dr. Carl Backman
Vice Provost & Associate VP
Pensacola, Florida 32504

University of Central Florida
Dr. Denise Young
Assistant Vice President
Orlando, Florida 32816

Florida International University
Dr. Rosa Jones
Vice Provost
Miami, Florida 33199